



**LET'S KEEP LOOKING:  
FOLLOW-UP CONVERSATION ON PEDAGOGY  
AS A HIGH-IMPACT PRACTICE**

# FOLLOW-UP SESSION OUTLINE

- More time for questions and answers from keynote
- Reflection and discussion regarding classroom pedagogy as a high-impact practice
- More depth of coverage on classrooms as "communities of practice"
- Anything else?



# SECTION 1:

**Q&A  
CONTINUED**



## SECTION 2:

# REFLECTION AND DISCUSSION ON CLASSROOM PEDAGOGY AS A HIP



# HIPs CHARACTERISTICS

- Creates an investment of time and energy
- Includes interaction with faculty and peers about substantive matters
- Real-world applications
- High expectations
- Includes frequent feedback
- Exposure to diverse perspectives
- Demands reflection and integrated learning
- Public displays of accountability



# REFLECTION AND DISCUSSION

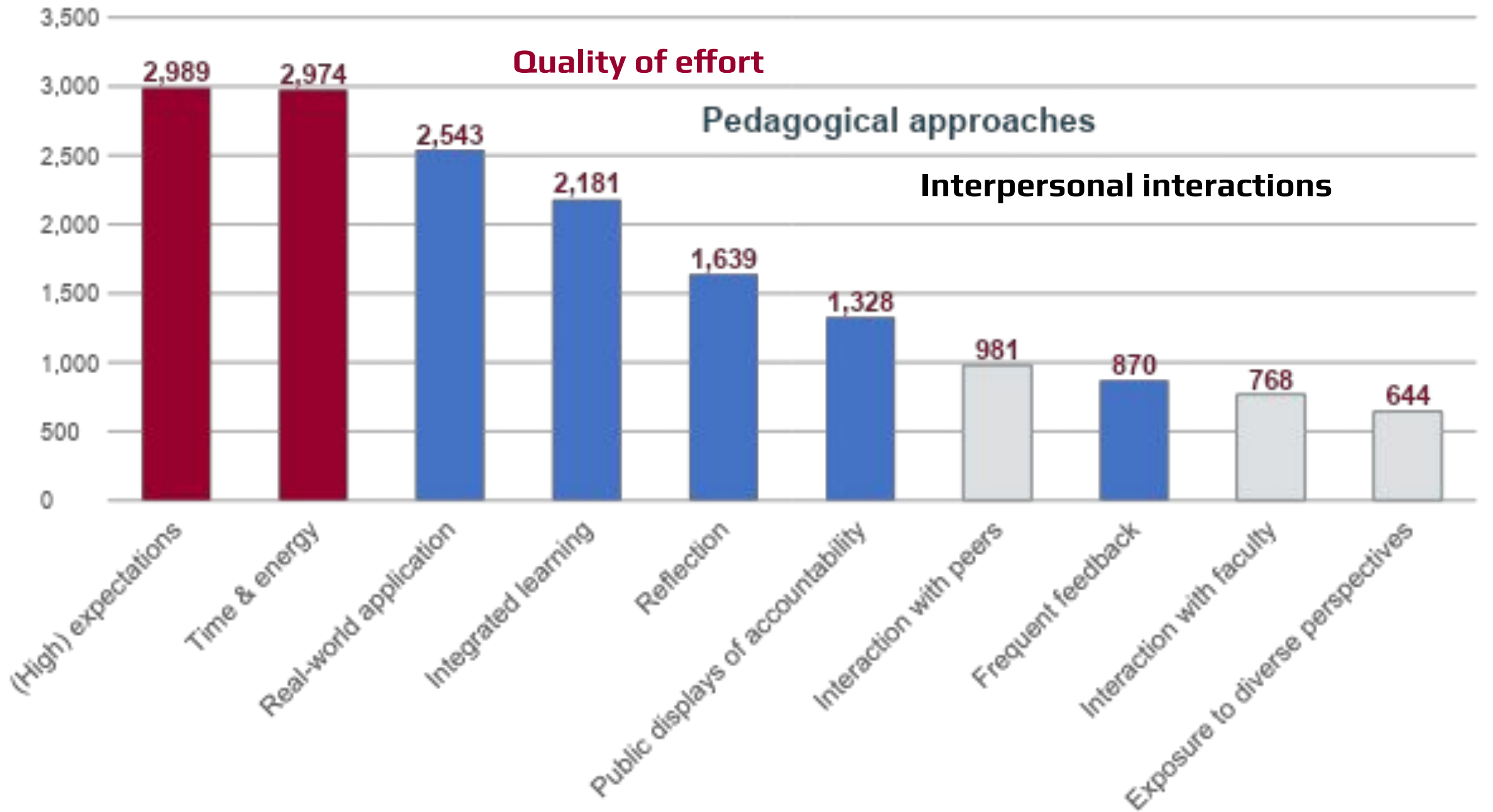
**How are your classroom practices maintaining fidelity to the high-impact practice definition and model?**



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# CLASSROOM PRACTICE AS A HIP: 3 ELEMENTS

## Quality of Effort

- Creates an investment of time and energy
- High expectations

## Pedagogical Approaches

- Real-world applications
- Includes frequent feedback
- Demands reflection and integrated learning
- Public displays of accountability

## Interpersonal Interactions

- Includes interaction with faculty about substantive matters
- Includes interaction with peers about substantive matters
- Exposure to diverse perspectives



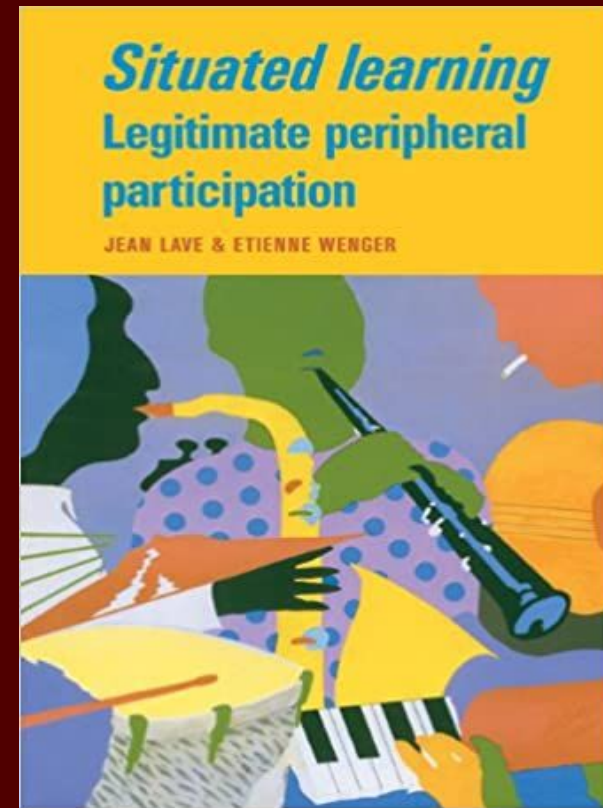
# REFLECTION AND DISCUSSION

**Where are you doing well?  
What needs greater attention?  
How will you improve?**



# SECTION 3:

# CLASSROOMS AS COMMUNITIES OF PRACTICE



# CLASSROOM AS “COMMUNITY OF PRACTICE”

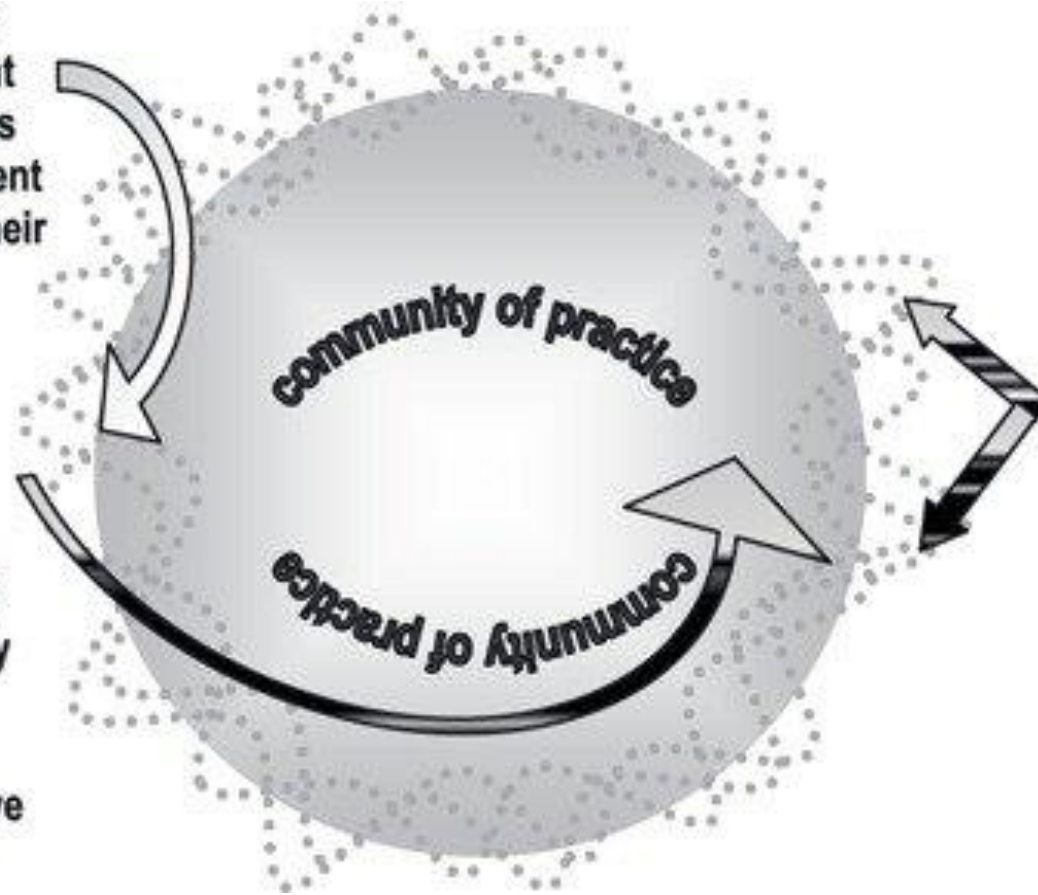
- Legitimate peripheral participation (LPP) situates learning within a larger context that is conceptualized as a community of practice, thereby **highlighting the importance of belonging**.
- The **community of practice** may have physical parameters, but it is much more meaningful when conceptualized as a **social system** comprised of co-participants with various levels of proficiency, including masters, experienced participants, advanced peers, and new members (Lave & Wenger, 1991).
- Instead of learning being understood as the acquisition of information and knowledge, LPP frames it as a **dynamic, interactive, iterative system of experiences** that engages members across all levels and **validates attachment and belonging within the community**.



# EXPLORING THE COMMUNITY OF PRACTICE

A novice's initial and peripheral engagement is legitimised and thus supports the development of early practices and their inherent skills

With extended engagement with the 'community of practice' the learner progressively develops or acquires greater and more sophisticated participative skills

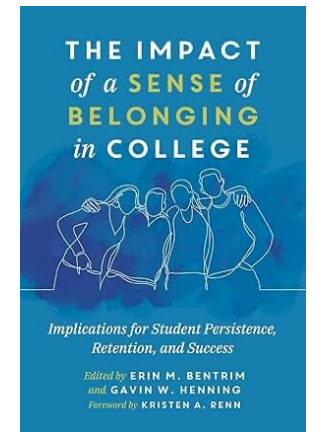
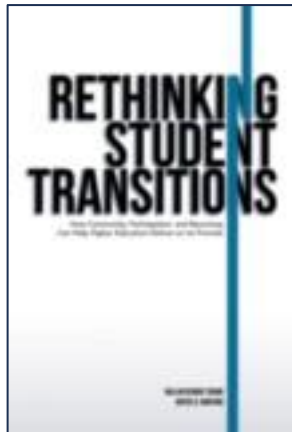
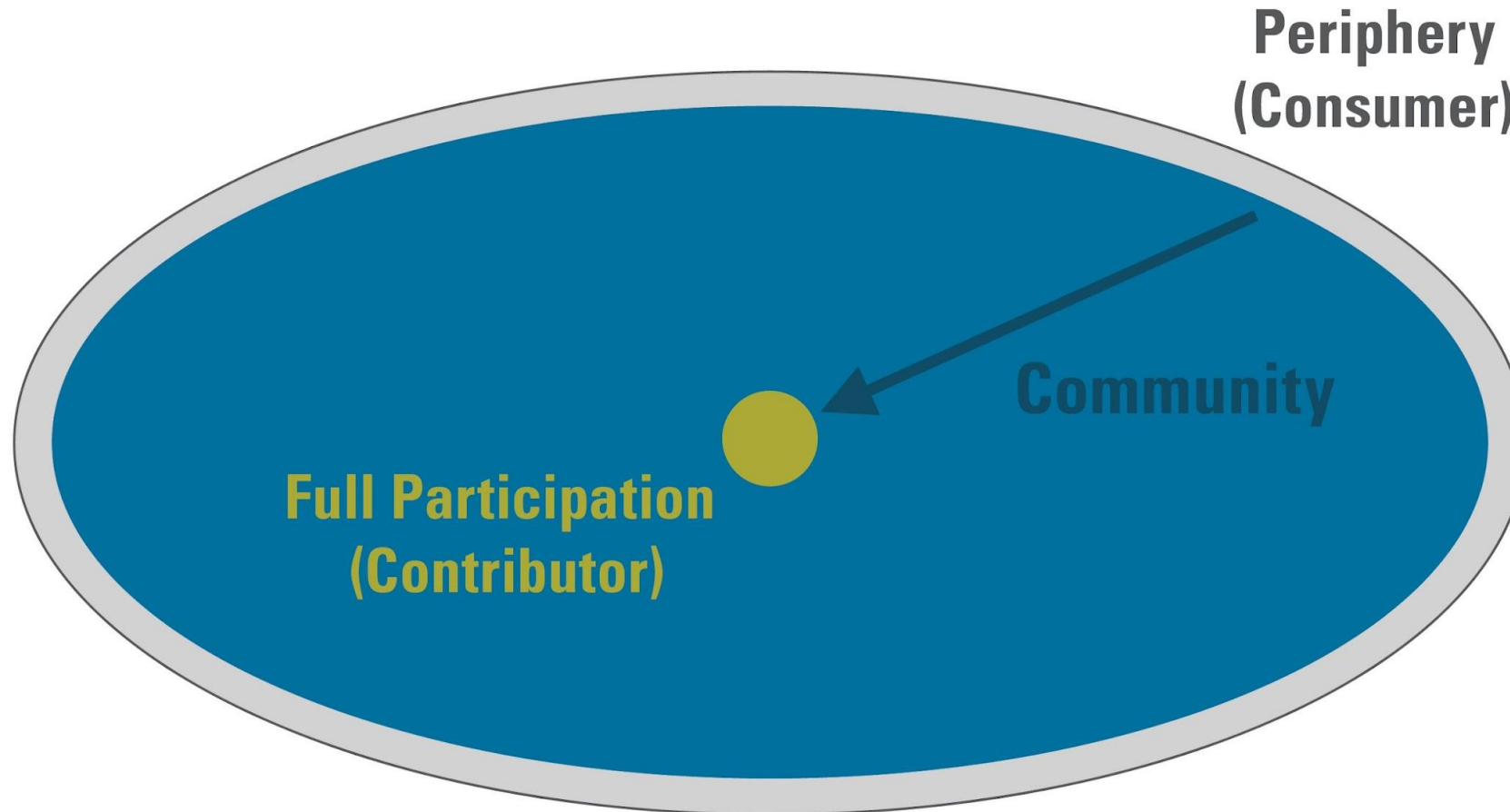


The 'community of practice' boundary is a dynamic and flexible entity, allowing ease of access to socially constructed practices and engagement

# APPRENTICESHIP AND MASTERY



# CLASSROOM AS COMMUNITY OF PRACTICE



**“That line isn’t  
linear”  
Movement from  
periphery to  
centrality is a  
complex process.**

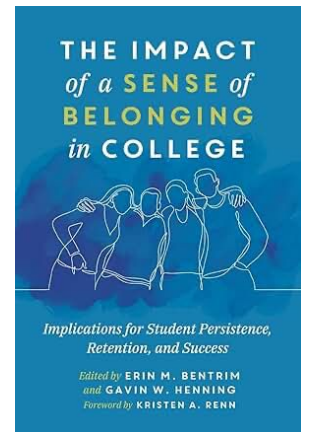
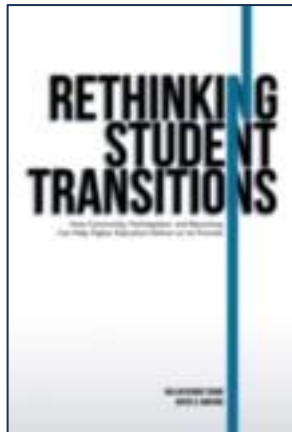
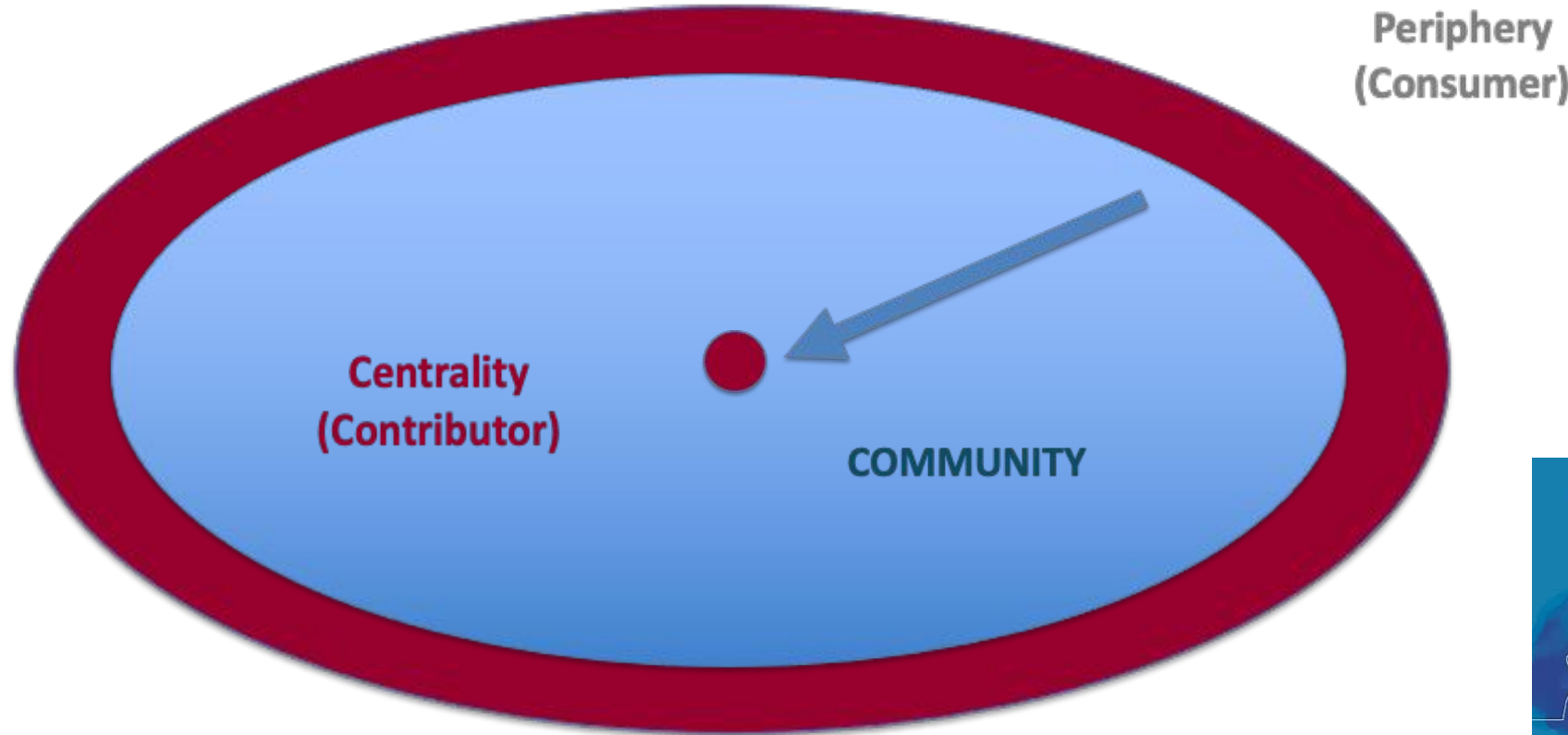




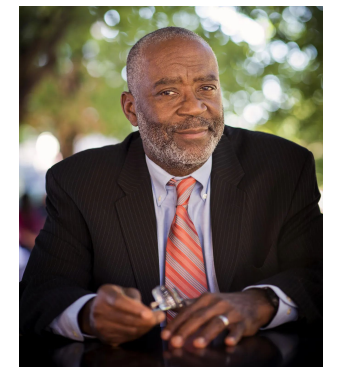


**This is an  
iterative  
process.**

# PERIPHERALITY VS. MARGINALITY



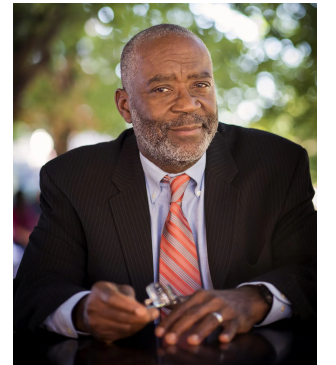
# CAMPUS CLIMATE MODEL



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## Historical Legacy of Inclusion/Exclusion

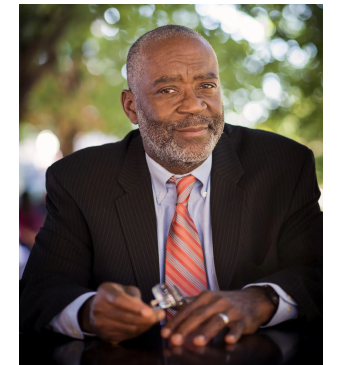
- WHO HAS HISTORICALLY BEEN SERVED?
- WHO FEELS “AT HOME” IN YOUR SPACE?
- WHO WERE YOUR PEDAGOGIES BUILT FOR?



# CAMPUS CLIMATE MODEL

## Compositional Diversity

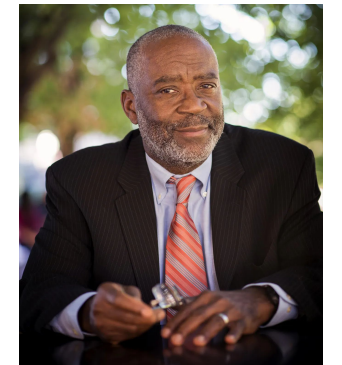
- WHO IS SEATED AROUND THE TABLE IN YOUR CLASSROOM?
- HOW MIGHT THEY CATEGORIZE THEMSELVES?
- HOW DOES THE SYSTEM CATEGORIZE THEM?



# CAMPUS CLIMATE MODEL

## Behavioral Dimension

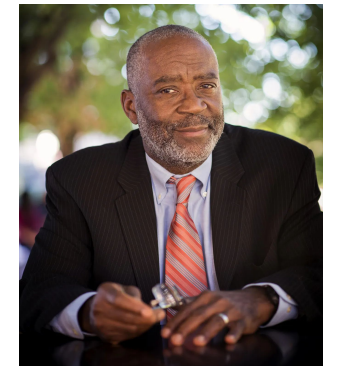
- HOW ARE STUDENTS INTERACTING WITH EACH OF THE FOLLOWING IN AND OUT OF THE CLASSROOM?
  - EACH OTHER
  - YOU AS THE FACULTY
  - THE CAMPUS



# CAMPUS CLIMATE MODEL

## Psychological Dimension

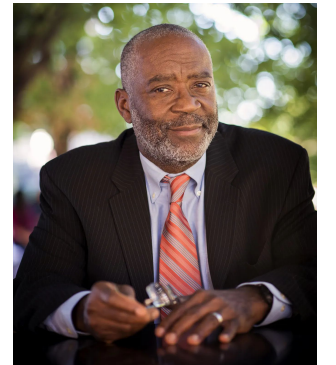
- WHAT ARE STUDENTS' BELIEFS ABOUT FEELING WELCOME?
- DO THEY FEEL LIKE THEY BELONG IN THE CLASSROOM?



# CAMPUS CLIMATE MODEL

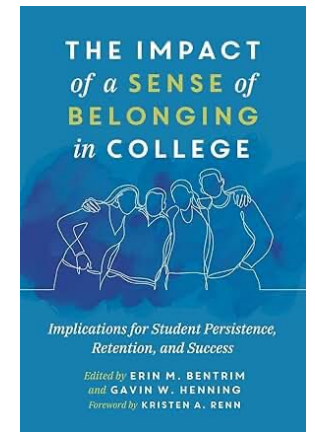
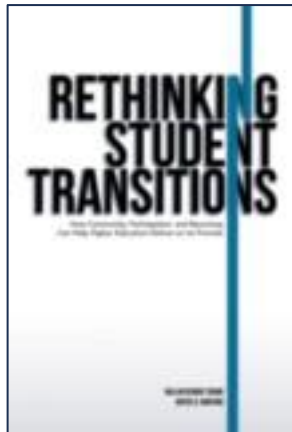
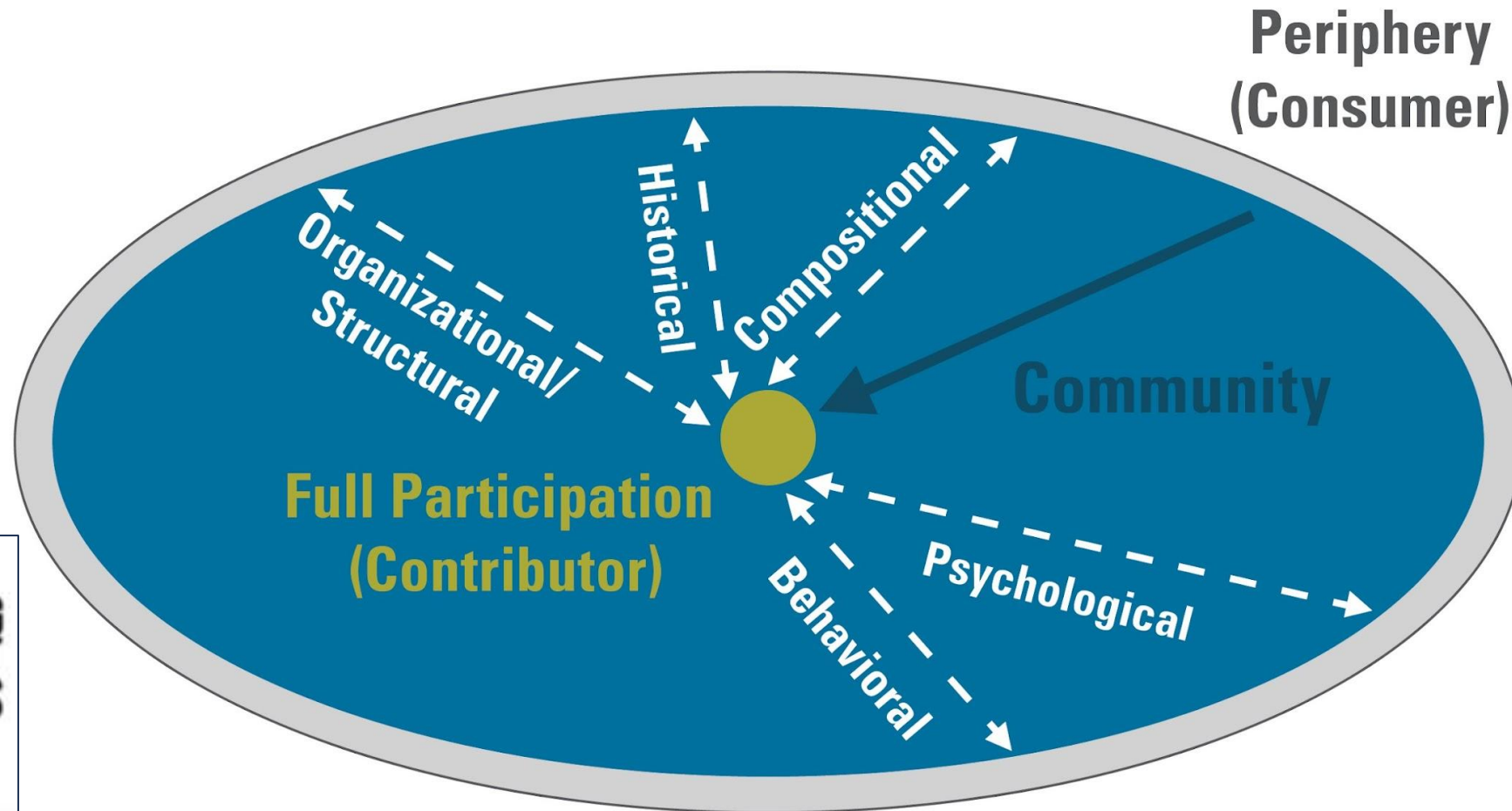
## Organizational / Structural Dimension

- DEFINITION OF MERIT
- PLACEMENT PRACTICES
- CONTENT OF THE CURRICULUM
- RESOURCE ALLOCATIONS
- POLICIES AND PROCEDURES





# CLASSROOM AS COMMUNITY OF PRACTICE



# CLASSROOM AS COMMUNITY OF PRACTICE



- In what ways are you forging a community of practice in your classroom?
- How would you draw the four forces of culture for your classroom community?
- Which cultural forces are most salient?
- Which cultural forces could be better addressed?



# ANYTHING FOR THE GOOD OF THE ORDER?

## WHAT DOES "FOR THE GOOD OF THE ORDER" MEAN?

"FOR THE GOOD OF THE ORDER" IS A PORTION DEDICATED AT THE END OF CERTAIN BUSINESS MEETINGS WHERE THE EMPLOYEES CAN RAISE ISSUES OR SUGGEST IMPROVEMENTS FOR THE BUSINESS'S WORKING. THE "ORDER," IN THIS CASE, REFERS TO THE COMPANY HOLDING THE MEETING.





*That's all Folks!*



# QUALITY OF EFFORT: THEMES

- **Expectations** that were baseline in nature and oriented toward lowest levels of involvement, requirements, and compliance issues were coded more frequently than true high expectations
  - Syllabi expectations need to contain more than policies
  - “High” expectations is a misnomer
- **Time and effort**, most often represented in detailed description of assignments and the number of assignments
- Range in tone, from dry and highly transactional to deeply developmental and connected to student learning outcomes



# PEDAGOGICAL APPROACHES: THEMES

- Need to reframe “**real world**” as the college environment and the adjustment process during the first year
- **Real world** is skill based, but with a focus on skill application
- **Integrated learning** sometimes includes **reflection** but not always; sometimes reflection is a writing exercise
- **Integrated learning** was more about transferability of knowledge across conditions, classes, disciplines, and time
- Aspects of student learning and evaluation—accountability and frequent feedback—were least present on the syllabi and



# INTERPERSONAL INTERACTIONS: THEMES

- Highly concerning that these were least represented HIPs characteristics given what the literature says
- Syllabi listed contact information for **faculty interaction**, but little information about the nature and type of interaction that a student might seek with their FYS instructor or other FY faculty
- Overreliance on group projects as primary means of **peer interaction**
- Exposure to **diverse perspectives**:
  - Coverage was mostly lip service
  - Tension of diverse perspectives as content or interaction





# CONTENT TITLE

## Text

- Bullet 1
- Bullet 2
- Bullet 3



# SECTION

Section Title  
Subtitle